

SPANISH LANGUAGE

Struggles of Americans in Cuba Who Seek to Master It.

THEIR ENERGIES SHORT LIVED

In the Enervating Climate, and it is Not Long Until English is Found to be Good Enough—Ragamuffins Speak Several Languages.

HAVANA, June 18.—"Can you speak Spanish?" "How much Spanish do you know?" "Have you a Spanish teacher?" These and a dozen similar questions are heard on all sides, eagerly asked by the new-comers of other Americans who, by virtue of having lived in Cuba a year or two, are entitled to be called old residents of the island. The newcomer is much astonished if he receives a negative answer, for he is sure that he is going to learn the language at once. The Romance tongues have the reputation of being easy to learn, and Spanish is not mentioned as an exception to this rule. Here, where there is every opportunity to learn to speak with the least possible trouble, as it is the only language of the common people, as well as of many of the better classes, he thinks it strange that any one should ignore such advantages. But he is fresh from the north with all of the energy and vigor acquired in that bracing climate. It will be well for him if he finds later that he has brought a sufficient stock to keep him from falling by the way side in his studies. It takes but a few months of this climate to convert one to the Cuban way of taking life easy.

Three Classes of Americans.

There are three classes of Americans that go to the bookstore to supply themselves with the necessary book for study. The book bought, in usually a small one, comprising sentences on a great variety of subjects. The book bought, it is taken home and laid on the table. I know a woman who has had an ornament of this kind for over a year, trusting, as do the others of this class, that in some way its presence will bestow upon her the gift of speech in the Spanish tongue, although she has not glanced at its pages. The covers are becoming somewhat worn from constant handling, however, for, that she may impress others with her intention to study, she carries it about with her when there are apt to be people to see it. This woman represents a class on an exaggerated scale. It is needless, perhaps, to add that they learn scarcely any Spanish; the few words that they acquire from hearing them spoken do not count for much, and they return to America with about as little knowledge of the language as when they came.

Others take the book home and, with mad enthusiasm, begin to study the lists of words, or perhaps the still more uninteresting subject of pronunciation of letters. They struggle alone or with a teacher, spending three or four hours a day until, wearied both mentally and physically, their enthusiasm begins to wane. A few days more of desultory work and the book is closed, while the student asks himself what is the good of all this work. Why should not the Cubans learn our language, and not we theirs? We are only to be here a short while, in all likelihood, and after that there will be no opportunity to speak it, and plenty in which to forget. So what is the use of giving up this time that might be used for pleasure instead of work? And any way it is too warm to exert one's self. So, bang! the book is shut and thrown into a chest or on the top shelf of a bookcase, the ex-student leans back in his rocking-chair in the dolce-far niente way that this climate teaches and allows the few Spanish words he has learned to pass out of his mind.

Wins the Race in the Long Run.

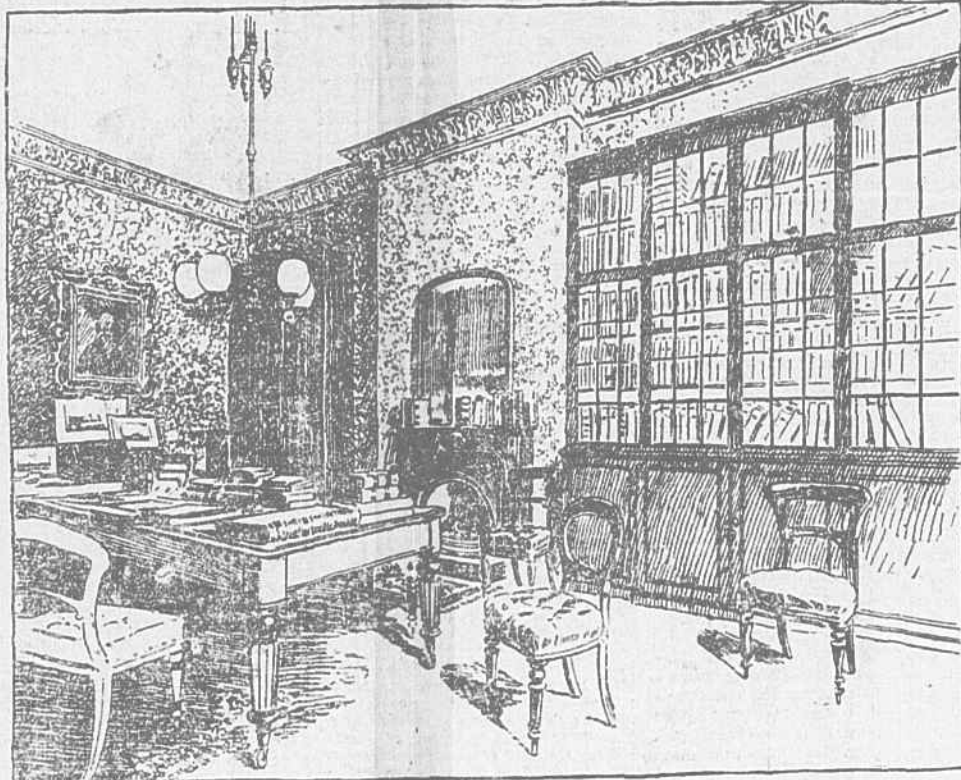
There is another class, and each goes to work in earnest, with the slower but more steady pace that wins the race in the long run. He usually has a teacher, with whose assistance and that of the book he gains some knowledge of the language. After about three weeks of study he knows enough words to do a little shopping, so proud of this, he goes on a shopping expedition, carrying his dictionary with him in case of extreme need. As a rule he decides beforehand what he wishes to get, composes his sentences, writes them out on paper, and studies them, so as to appear to better advantage. The moment a person carrying one of these dictionaries enters a store some one is sent post-haste to find the clerk that speaks English. The customer does not like this—he wishes to air his newly acquired accomplishment, and considers it a personal affront that he is suspected of not understanding Spanish. The English-speaking clerk usually speaks exceedingly poor English, but rejoices in the advent of an American customer so that he may have some practice.

The clerk asks in English what he can do for the American; the American

is not going to miss this chance to practice Spanish, so he tells the clerk his wishes in Spanish. The clerk, impelled by a similar motive, perseveres in his English, and so the dialogue in the two tongues, about equally matched as to grammatical correctness, continues until the purchase is made. If by chance the clerk drops English and adopts Spanish, the customer is lost. However, the latter feels confident that the fault of being unable to understand rests not with him, but with the clerk. This belief is not dispelled for a number of weeks, during which he rarely understands a word spoken by a Spaniard or Cuban; his only thought is that it is queer that those he meets speak such poor Spanish. In three or four months he begins to have a suspicion that perhaps he has not completely mastered the language, and, as his mind becomes more and more open to this idea, he begins work in earnest.

In the meantime he speaks Spanish with every one, the fruit vendor, vegetable men, hucksters, servants, and clerks in stores. He makes various pretenses for detaining each of those in conversation. It matters little that this class of Cubans speak the "patois" of the country, dropping the "s" at the end of words; he is getting a little practice in understanding the spoken language. Besides dropping the final "s" Cubans never give the hissing sound to the letter "c," as the Spaniard does. A Spaniard can always be told from a Cuban by this difference in pronunciation. It is an excellent thing for him if he can make friends with Cuban families, especially if these speak Spanish exclusively. Many make a point of doing this, and of securing board with such a family if possible. Mercenary? Yes, but usually the American gives quid pro quo for such a friendship by teaching the family English in return. There are few Cubans who do not wish to learn our language.

There are a great many Americans here who can carry on a conversation in Spanish on almost any topic with scarcely any difficulty. Business men in particular have special need for a thorough acquaintance with it. There are others who have never given the study of Spanish a thought and depend upon some one else whenever there is necessity for using Spanish words. They may pick up a few simple nouns, but as for verbs, they are an unknown quantity with them, and it is amusing to hear one of these persons



Handsome design for a private library.

attempting to say anything to a Cuban. If the Cuban happens to be particularly bright he may catch the drift, otherwise he is helpless. It is easier for a Cuban to make himself understood by the American, for even though he says not a word of English he makes so many gestures that he conveys his meaning in that way.

We who are struggling to learn Spanish have the greatest envy of some of the little ragamuffins on the street, who can turn from one language to the other with the greatest facility. So determined are some American parents that their children shall learn Spanish that they allow nothing else to be spoken—that is, with very small children who are just saying their first words. Older ones learn it from their companions and acquire it as they do most other things, far more readily than older people.

When we look about us among our new acquaintances and see, not one, but many, speaking English as well as Spanish and Spanish as well as French. It seems odd that any one should be contented with knowing simply one of these.



The late Stephen Crane, the famous novelist and war correspondent, who died recently in Germany.

BLUE AND THE GRAY

To Meet on Georgia Battlefield. Capt. Davenport Invited.

As stated in the Intelligencer a few days ago, Congressman B. B. Davenport has accepted an invitation to take part in the Atlanta Battlefields Reunion, to be held at Atlanta, Georgia, July 20. This affair is to be carried out on an elaborate scale. It will be a reunion of the Blue and the Gray, on the battlefield of Peachtree Creek, where still remain the trenches that ran with blood thirty-six years ago. A mammoth "Georgia barbecue" aptly signifies the approaching event.

The following extracts from the invitation

Grand Army of the Republic, and General John P. Gordon, commander-in-chief of the United Confederate Veterans. Ex-President Benjamin Harrison, General Joseph Wheeler, General Stephen D. Lee and many other prominent veterans of the battle around Atlanta are also expected to attend the reunion.

Those who attend the reunion may purchase tickets at a rate of one fare for the round trip. This rate has been made by all the lines represented in the Southeastern Passenger Association. Northern and Western associations have been requested to co-operate, and this arrangement will, undoubtedly, be made. So that tickets may be purchased anywhere in the North or West at the same rate—one fare for the round trip.

As explained above, a formal invitation to the reunion, together with the

programme in detail, will be mailed to you early in July. It is our desire that such invitations be sent to all veterans who participated in these battles, and we bespeak your co-operation to this end. Please let us have the names of any of your comrades whom you would like to have invited. Besides the veterans, a number of prominent citizens from all parts of the United States will be invited to attend.

COMMENCEMENT EXERCISES

Of the West Virginia University Beginning—Interesting Debate Between Members of the Literary Societies.

Special Dispatch to the Intelligencer. MORGANTOWN, W. Va., June 18.—A great many visitors came in today for the commencement exercises of the West Virginia University. Many others will arrive to-morrow, among them being the governor and several other state officers. The contest for the regents' prize on declamation opened to students in the preparatory department was an interesting feature. The contestants were W. H. Ashcraft, F. M. Brand, J. M. Fortney, Miss Martha Compton and Henry E. Jones. Miss Compton was awarded the prize.

The programme was interspersed with some piano music by students of the school of music.

In the debate between members of the Parthenon and Columbian literary societies the Parthenon won. The question discussed was "Resolved that all trusts and combinations of capital which seek to control industries should be prohibited," and the debate was voted the best ever heard at the University.

The judges were Senator U. G. Young, of Buckhannon, Rev. Frank Townsend, of Parkersburg, and Prof. W. H. Gallup, of Morgantown. The Parthenon society had the affirmative and was represented by J. D. Vannoy and Upshur Higginbotham. The Columbian society was represented by H. H. Rose and Tusca H. Morris.

The President a Slave to Catarrh.—D. T. Sample, President of Sample's Instinct Company, Washington, Pa., writes: "For years I was afflicted with Chronic Catarrh. Remedies and treatment by specialists only gave me temporary relief, until I was induced to use Dr. Amon's Catarrhal Powder. It gave me almost instant relief, and has cured the one good thing in my case." Sold by Charles R. Goetze, Twelfth and Market streets.

TOPICS OF THE SCHOOLS.

It was the writer's privilege as well as pleasure to attend the commencement exercises of the Benwood High school on Tuesday evening, June 12th, and he freely testifies to the high character of the performances rendered and to the good order and most perfect attention given by the large and cultured audience assembled to hear them. Prof. C. E. Carrigan made a happy little speech in presenting the diplomas. He may well be proud of his class, and Benwood may well be proud of her public school under such able management as Professor Carrigan and his corps of efficient teachers.

The eighth year classes throughout the city public schools, were examined in geography on Thursday, and in grammar on Friday of last week. The tests were as follows:

- Geography.**
1. Define the following: Zone, tropic, latitude, longitude, great circle.
 2. What is the form of the earth? Give proof of this.
 3. What are the motives of the earth? What are produced by these motives?
 4. Name the New England states and give capitals of each.
 5. Bound West Virginia. Name and locate the capital.
 6. Where in West Virginia are found in greatest quantities the following: (a) oil; (b) coal; (c) timber; (d) salt?
 7. What and where are the following: Cuba, Manila, Gila, Hialeah, Constantinople, Athens, Panama, Brazos, Nile, Madagascar?
 8. Name the largest city in each of the following states: Illinois, Missouri, New York, Maryland, West Virginia.
 9. What is the difference between a continent and an island?
 10. How would you go from Wheeling to Paris?

- Grammar.**
1. Define conjunctive pronoun, personal pronoun, abstract noun, derivative word, compound sentence, subject of a verb, phrase, subordinate conjunction, composition.
 2. Give example of each of these: Complex sentence, imperative sentence, appositive noun, subjective predicate noun, indirect object of a verb, a clause used as a noun, collective noun, object of a preposition.
 3. In the analysis of the following, what should be said of the parts within the parentheses? (Where the snow falls) there is (freedom). (When letters were first used) is not (certainly) known. The man (who has planted a garden) (feels) that he has done something for the good of the world. A hot house is a (trap) (to catch snails). We (should learn) (to govern ourselves). He made the wall (white).
 4. Give three rules for the selection of words. What is incorrect in the following? Why? Give the correct form. A drink of cold water is nice on a hot mid-summer day. I have no leisure at my command. His conduct was awful. It cost a couple of dollars. Fruit will be plenty this year.
 5. Form nouns from these: Veracious, shore, tub, belief, secure, swift, cloth, man, earl, lamb. Use other words in giving examples of these: A noun derived by the use of a prefix, by the use of a suffix. A diminutive noun from another noun. A noun denoting an actor from a verb.
 6. What is a figure of speech? Define and arrange example of each of these: Simile, metaphor, metonymy, personification.
 7. Write a letter, including the superscription, to Frank R. Switzer, esq., Principal of Normal school, Lockport, N. Y.
 8. What part of speech is each word? Give the case of each noun and pronoun: Milton said he did not educate his daughters in the languages, because one tongue was enough for a woman.
 9. Diagram or otherwise analyze these:

In Holland the stork is protected by law, because it eats the frogs and worms that would injure the dykes.

The lever which moves the world of mind is the printing press.

Hunger rings the bell, and orders up coal in the shape of bread and butter, beef and bacon, pies and puddings.

Use the necessary marks of punctuation:

Who said let us have peace. The pupil asked when shall I use O and when shall I use Oh. This is a precept of Socrates know thyself.

These questions are given to show that our pupils are expected to know something, at least, before they enter our high school. How many of our teachers could stand 100 per cent in this list of grammar questions?

Before another article appears over the signature "Pedagogue," the writer and all the other principals will have passed through (safely, it is hoped) the ordeal of an examination. Without stopping to argue whether this is right or wrong, the writer remembers that he spent nearly three days in passing an examination before he secured a place in our city schools, passing successfully in eighteen branches. Our board of education has been very kind to us in that they have required us to be examined since that time, so we ought not to complain.

THE PEDAGOGUE.

A BLESSING alike to young and old; Dr. Fowler's Extract of Wild Strawberry: nature's specific for dysentery, diarrhoea and summer complaint.—4.

If Baby is Cutting Teeth Be sure and use that old and well-tried remedy, Mrs. Winslow's Soothing Syrup, for children teething. It soothes the child, cures the gum, allays all pain, cures wind colic and is the best remedy for diarrhoea. Twenty-five cents a bottle.

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ECZEMA = SATANIC ITCH.

This most aggravating and tormenting of all skin diseases is caused by an acid condition of the blood, and unless relieved through certain instrumentalities too much of this acid poison reaches the skin and it becomes red and inflamed. The itching and burning are almost unbearable, especially when overheated from any cause. The skin seems on fire, sleep or rest is impossible, the desperate sufferer, regardless of consequences, scratches until strength is exhausted. This burning, itching humor appears sometimes in little pustules, discharging a sticky fluid, which forms crusts and scales. Again the skin is dry, hard and fissured, itches intensely, bleeds and scabs over. While Eczema, Tetter, Erysipelas, Salt Rheum and many like troubles are spoken of as diseases of the skin, they are really blood diseases, because

THERE CAN BE NO EXTERNAL IRRITATION WITHOUT AN INTERNAL CAUSE.

If the blood is in a pure, healthy condition, no poisonous elements can reach the skin. External applications of washes, lotions and salves sometimes mitigate the itching and soothe the inflammation, but cannot reach the cause. Only S. S. S., the real blood medicine, can do this. It is a powerful and permanent cure for Eczema and all deep-seated blood and skin troubles. It goes direct to the seat of the disease, neutralizes the acids and cleanses the blood, re-inforces and invigorates all the organs, and thus clears the system of all impurities through the natural channels; the skin relieved, all inflammation subsides, and all signs of the disease disappear.

S. S. S., the only purely vegetable remedy known, is a safe and permanent cure for Eczema and all deep-seated blood and skin troubles. It goes direct to the seat of the disease, neutralizes the acids and cleanses the blood, re-inforces and invigorates all the organs, and thus clears the system of all impurities through the natural channels; the skin relieved, all inflammation subsides, and all signs of the disease disappear.

Send for our book on Blood and Skin Diseases, and write our physicians fully about your case; they will cheerfully give any information or advice wanted. We make no charge for this. Address, Swift Specific Co., Atlanta, Ga.